

## **Attendance Policy (Years 7 to 11)**

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### **1 MISSION STATEMENT**

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- 1.1 Lambeth Academy seeks to ensure that all its students receive a full-time education which maximises opportunities for each student to realise his/her true potential.
- 1.2 Lambeth Academy recognises the fact of direct relationship between attendance, behaviour and attainment.
- 1.3 The Academy will strive to provide a welcoming, caring environment, whereby each member of the Academy community feels wanted and secure.
- 1.4 All Academy staff will work with students and their families to ensure each student attends the Academy regularly and punctually.
- 1.5 The Academy will establish an effective system of incentives and rewards which acknowledges the efforts of students to improve their attendance and timekeeping and will challenge the behaviour of those students and parents who give low priority to attendance and punctuality.
- 1.6 To meet these objectives Lambeth Academy will establish an effective and efficient system of communication with students, parents and appropriate agencies to provide mutual information, advice and support.

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### **2. WHOLE ACADEMY POLICY FOR ATTENDANCE – AIMS**

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- 2.1 To improve the overall percentage of attendance at the Academy.
- 2.2 To make attendance and punctuality a priority for all those associated with the Academy including students, parents, teachers and governors.
- 2.3 To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
- 2.4 To provide support, advice and guidance to parents and students.
- 2.5 To develop a systematic approach to gathering and analysing attendance related data.
- 2.6 To implement a system of rewards and sanctions.
- 2.7 To promote effective partnerships with the Local Authority's ERAA service.

#### **3.1 To Improve the Overall Percentage Attendance of Students at the Academy**

- 3.1.1 Apply Whole Academy Attendance Policy consistently.
- 3.1.2 Establish and maintain a high profile for attendance and punctuality.
- 3.1.3 Relate attendance issues directly to the Academy's values, ethos and curriculum.
- 3.1.4 ALT to ensure compliance with targets as agreed by the Local Governing Body.

### **3.2 To Make Attendance and Punctuality a Priority for All Those Associated with the Academy Including Students, Parents, Teachers and Governors**

- 3.2.1 Use Home-Academy agreement and parent handbooks to highlight the need for good attendance.
- 3.2.2 Produce termly reports of attendance to parents
- 3.2.3 Give emphasis to expectations in Open Days, Year 7 induction, The Bulletin, parents' evenings, assemblies, Academic Review Days and Parents Forums.
- 3.2.4 Tutors to monitor students' attendance and punctuality weekly, raising any concerns with Heads of House and identifying, rewarding and celebrating those with full attendance
- 3.2.5 Reward good attendance each term by awarding 25 house points for 100% attendance
- 3.2.6 Have attendance and punctuality as standing agenda items at all pastoral staff meetings.

### **3.3 To Develop a Framework Which Defines Agreed Roles and Responsibilities**

- 3.3.1 **Tutor:** To take the register from 8.50, marking students arriving later than 8.55 as late (L) and to monitor students' attendance and punctuality weekly. When a student is absent without authorisation for an average of one or more sessions per week in a term, the tutor will refer that student to the HoH/HoY who may refer on to the HAL Officer for further intervention.
- 3.3.2 **HoH/HoY7:** To establish and maintain oversight of the tutors' role with respect to attendance and punctuality and with attendance performance of the House or Year group; to liaise with the HAL Officer and relevant Assistant Principals where appropriate.
- 3.3.3 **HAL Officer:** To offer deep support to students identified by pastoral leaders, to implement Attendance Plans and, where necessary, to refer students to the EWO, using the Common Assessment Framework.
- 3.3.4 **Attendance Officer:** to check that registers are completed by tutors, to operate Student Messaging Service messages to the parents/carers of students absent without authorisation, to draw up a list of students absent without authorisation for the HAL Officer, copying in HoH/HoY, and to provide statistics as and when required by the ALT.

### **3.4 To Provide Support, Advice and Guidance to Parents and Students**

- 3.4.1 Highlight attendance in reports to parents/carers, providing accurate and up-to-date information
- 3.4.2 Attendance Officer, using Student Messaging Service, to inform parents/carers when their children are absent by 10.30am on the same day
- 3.4.3 Pastoral staff, beginning with tutors, to engage in regular dialogue with students and parent/carers about their attendance, inviting families in if necessary

- 3.4.4 All staff concerned to recognise the needs of individual students when managing attendance in order to identify mitigation or to inform the application of additional support
- 3.4.5 Where necessary (see 3.3.3) HoH will refer that student to the HAL Officer for further intervention
- 3.4.6 Parents to be discouraged from taking students on holidays in term time; parents must apply for the leave in advance of taking it. Each request for holiday absence will be considered individually by the Principal who will take account of: the age of the child; the time of year proposed for the trip; its nature and parental wishes; the overall attendance pattern of the student; the child's stage of education and progress; and whether circumstances warrant it. Parents may be invited in to discuss any proposed holiday in term time.
- 3.4.7 The Principal will only agree to absence for a family holiday if they believe there are special circumstances which warrant it. He will only agree to absence of more than 10 school days in a school year if he believes there are exceptional circumstances.
- 3.4.8 HAL Officer to implement Major Contact 1 (see appendix, "Court Action Referral Process) where an individual's average attendance falls below 90%

### **3.5 To Develop a Systematic Approach in Gathering and Analysing Attendance Related Data**

- 3.5.1 Tutors register students in their form rooms electronically
- 3.5.2 If tutors have received email messages from parents/carers regarding attendance they forward them to Lambeth Attendance staff
- 3.5.3 Any student arriving in their form room later than 8.55 is marked late (L)
- 3.5.4 students arriving to school later than 8.55 must sign the Late Book at Reception; the Attendance Officer (AO) will then enter L against their names in the registers
- 3.5.5 Between 9.00am and 10.00am, the AO listens to telephone messages left by parents/carers reporting their children to be absent or late; the AO then sends a summary of these messages to the relevant HoH or HoY. Where there is concern over an individual's level of absence, a decision will be made on whether an absence is to be authorised by HoH or HoY.
- 3.5.6 At 10.10, the registers close; students arriving later than this will be marked absent for the morning session.
- 3.5.7 After the closure of registers, the AO draws up a list of students that have not been registered for the morning session; this list is counter-checked by the HAL Officer to be checked for students on long-term sick leave, exclusion, Attendance Plans etc.
- 3.5.8 The AO checks attendance of students in this list in lesson 1 to identify students who are present but failed to register
- 3.5.9 Then, parents/carers of students still unaccountably absent are notified by an automated messaging system; parents'/carers' responses to these messages are then forwarded to the HoH/HoY, as in 3.5.5
- 3.5.10 Where there is no response the absence is recorded as unauthorised
- 3.5.11 Data, including Attendance Certificates for individuals, summary information on a tutor group, a year group or other cohorts can be generated by the MIS Manager. Summaries will be provided weekly to HoH/HoY and tutors and termly to the ALT.

**3.6 To Implement a System of Rewards and Interventions**

- 3.6.1 Identify funding for a system of rewards.
- 3.6.2 Actively promote good attendance and raise awareness of possible rewards using displays, assemblies, open days, parents' evenings etc.
- 3.6.3 Ensure fair and consistent implementation.
- 3.6.4 On HoH/HoY referral, HAL Officer to begin implementation of the Court Action Referral Process (CARP) by applying Major Contact 1(MC1 - see appendix, "Court Action Referral Process)
- 3.6.5 Where MC1 results in improved attendance, HAL Officer to refer back to HoH/HoY for praise and ongoing monitoring of attendance.
- 3.6.6 Where MC1 is unsuccessful in improving an individual's attendance, HAL Officer to continue to apply the Court Action Referral Process by referring to the Educational Welfare Officer who will implement
- 3.6.7 Whenever a student moves from one stage of the CARP to another, HAL Officer to inform HoH/HoY

**3.7 To Promote Effective Partnerships With the Education Social Work Service and With Other Services and Agencies**

- 3.7.1 HAL Officer to act as contact point for the EWO and ERAA.
- 3.7.2 HoH/HoY to carry out initial enquiries/intervention prior to referral.
- 3.7.3 Academy staff to gather and record relevant information to assist the EWO.
- 3.7.4 Cooperate fully with the Local Authority's attendance audit processes
- 3.7.5 Apply the Common Assessment framework where relevant and necessary.
- 3.7.6 Establish and maintain a list of named contacts within the local community eg community police contact officer.

## Appendix 1 - Court Action Referral Process

Schools should work in line with their attendance policy, i.e. first day contact and letters until:

The pupil reaches the trigger point for attendance intervention (usually 90% attendance).  
**Legal proceedings can only be brought against families where the majority of pupil absence is NOT authorised by the school**

A good file for prosecution should contain evidence of at least 5 attempts at major contact with parents.  
 (Major contact is a letter, court warning, phone call, home visit or school meeting.)

### Major contact 1 (MC1)

**School** contacts parents providing:

- Attendance certificate
- 10 day attendance improvement target
- CAF (if required)
- Support, if barriers to pupil attendance have been identified
- Information on the serious consequences of continued absence
- Reference to any existing attendance agreements (e.g. home-school agreement)

10 day  
monitoring  
period

**From this point forward schools hiring an EWO fill out a referral form and the case is taken forward by a Lambeth Officer.**

**Schools not purchasing the Lambeth Attendance service need to make their own arrangements to carry out the following:**

### Major contact 2 (MC2)

If the 10 day attendance target (set in MC1) is not met:

- Undertake **Home Visit** and/or **School Attendance Panel (SAP)**
  - Provide attendance certificate and a new attendance target
  - **'Court Warning 1' letter Major Contact 3 (MC3)**

10 day  
monitoring  
period

### School Attendance Panel (SAP) or Home Visit Major Contact 4 (MC4)

- Identify barriers to attendance + offer support / signposting
- CAF (if required)
- Set a new 20 day attendance improvement target
- Set a date for an Attendance Review Panel (ARP)
- Draw up Parenting Contract

20 day  
monitoring  
period

### Attendance Review Panel (ARP) Major Contact 5 (MC5)

- Review progress against Parenting Contract/targets, if no improvement:
  - Issue 'Court Warning 2' letter
  - Set a new 10 day attendance improvement target

10 day  
monitoring  
period

Prepare case file and refer to Lambeth ERAA Court Panel:

- Complete referral form
- Include all relevant documentation
- Prepare the case to present to the panel
- Schedule time to stand as a witness in court

**In certain cases the process may be completed much faster than the 12 weeks suggested here. If there is no improvement, engagement or response then providing 5 attempts at Major Contact (including 2 Court Warnings) have occurred within a 'reasonable' time frame schools may apply to commence legal proceedings.**



**\* The attendance monitoring period must be within the last 6 months and ideally match the referral**

**flowchart timeframes**

<b>Case Details</b>	
All documentation is present, correct and in date order**	please select
Chronology of events attached	please select
All attendance letters issued are signed, filed and attached	please select
School Attendance Officer available as a Court Witness	please select
Common Assessment Framework (CAF) form completed/attached	please select
Parenting Contract Created/attached	please select
A current school attendance printout is on the file and signed by the <b>Headteacher</b>	please select
<b>ERAA Court Review Meeting Information</b>	
Date of Court Review	
Review Outcome	
<b>Referrals with missing or incorrect data will be returned for correction to ensure that the prosecution is water tight.</b>	

**\*\* documentation examples: copies of all letters issued, appointment invitations, file comments, CAF,**

**Parenting Contract, target setting etc**